**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Students typically have difficulty with the vocabulary “before” and “after”. By acting out the vocabulary we hope to clarify and solidify meaning. | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Watch You Tube movie Sesame Street Vintage - Grover Around. Continue to review positional words by playing a positional word game using your chair and acting out positional words such as near, far, over, under, before, after. Or listen to a positional word song such as My Puppy is Lost (Learning Workshop) | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| Teacher uses flash card type pictures to illustrate positional words and elicit coral response from students. | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Use paper cups and bear manipulatives. Students follow teacher directions and act out positional words using the bears and cups. (Put your bear over the cup. Put your bear beside the cup. Put your bear after the cup) | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| Use vocabulary cards in the math journal to represent before and after or other positional words as needed.  Or Lesson 2-6 Guided practice piece |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Lesson 2-6 independent practice pieces.  Or Complete a class book page that demonstrates a positional word.  Or play a positional tic tac toe game: Make a tic tac toe board with two themed cutouts in each square. Call our positions such as “top right” a student must them come and remove the cutout from that position. (Or start with and empty tic tac toe board and add the cutouts into the appropriate spots.) Could be played whole group or with partners in centers. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Complete Quick Check Master 2-6 or any assessment associated with topic 2 |